CONTENTS

PAGE

EDITOR'S PREFACE iii

INTRODUCTION: THE PURPOSE OF THE YEARBOOK AND THE ORGANIZATION OF THE CONTENT ix
Leo J. Brueckner, Chairman of the Yearbook Committee

SECTION I—THE PRESENT STATUS OF THE PROBLEM

CHAPTER

I. DESCRIPTIONS OF INSTRUCTIONAL PRACTICES IN THE EARLIER SCHOOL SURVEYS 3
Leo J. Brueckner, College of Education, University of Minnesota, Minneapolis, Minnesota

II. DEVELOPMENTS IN THE TECHNIQUES FOR SECURING FACTUAL DATA CONCERNING CLASSROOM TEACHING 13
Leo J. Brueckner

SECTION II—TECHNIQUES BASED ON ASPECTS RELATED TO THE PUPIL

III. TECHNIQUES IN THE MEASURING OF PUPIL ATTENTION 37
Clarence E. Blume, Wendell Phillips Junior High School, Minneapolis, Minnesota

IV. STUDENT ESTIMATE OF INSTRUCTION 52
George H. Betts, School of Education, Northwestern University, Evanston, Illinois

SECTION III—TECHNIQUES BASED ON ASPECTS OF TEACHER ACTIVITY

V. THE RECORDING OF GENERAL FACTS REGARDING TEACHING PRACTICE 59
O. G. Brim, College of Education, Ohio State University, Columbus, Ohio

VI. REMEDIAL SUPERVISION BASED ON A DIAGNOSTIC SURVEY OF INSTRUCTION 65
Frederick S. Breed, School of Education, University of Chicago, Chicago, Illinois

CHAPTER PAGE

VII. Teachers' Difficulties as a Basis for Supervision 77
Douglas Waples, Graduate Library School, University of Chicago, Chicago, Illinois

VIII. Classroom Difficulties of Student Teachers 106
Ernest M. Hanson, Assistant Superintendent of Schools, Hutchinson, Minnesota

SECTION IV—TECHNIQUES BASED ON ASPECTS OF THE RECITATION

IX. Time Activity Analysis Technique Applied to the Supervision of Arithmetic 133
H. J. Steel, Director of Training, State Teachers College, Buffalo, New York

X. Analysis of the Use Made of the Recitation Period 145
J. Orin Powers, George Washington University, Washington, D. C.

XI. A Proposed Technique for Analyzing the Activities of Instruction 164
George H. Betts, School of Education, Northwestern University, Evanston, Illinois

XII. Diagnostic Technique in the Supervision of Reading Instruction 174
Clarence R. Stone, University of California, Berkeley, California

XIII. Objective Techniques in Supervising Instruction in Reading 181
William S. Gray, School of Education, University of Chicago, Chicago, Illinois

SECTION V—TECHNIQUES FOR EVALUATING METHODS OF MAKING OBJECTIVE STUDIES OF CLASSROOM PROCEDURES

XIV. A Method for Observational Measurement 195
Willard C. Olson, College of Education, University of Minnesota, Minneapolis, Minnesota

XV. Data on the Reliability of Activities Analyses of Teaching 206
A. S. Barr, Department of Education, University of Wisconsin, Madison, Wisconsin

XVI. A Suggested Training Procedure for Increasing Reliability of Ratings of Teaching Method and Skill 218
Leo J. Brueckner, College of Education, University of Minnesota, Minneapolis, Minnesota

CHAPTER PAGE

XVII. Survey Techniques for the Experimental Determination of the Values of Materials and Methods 223
Paul T. Rankin, Director of Research, Public Schools, Detroit, Michigan

SECTION VI—TECHNIQUES FOR SECURING TEACHER PARTICIPATION IN THE STUDY OF EDUCATIONAL PROBLEMS

XVIII. Teacher Evaluation of Supervisory Procedure 237
Ernest O. Melby, School of Education, Northwestern University, Evanston, Illinois

XIX. Coöperative Supervision in Los Angeles 252
Frances R. Dearborn, State Normal School, Terre Haute, Indiana

XX. Teacher Participation in Curriculum Construction 262
Prudence Cutright, Director of Instructional Research, Public Schools, Minneapolis, Minnesota

SECTION VII—APPRAISAL AND SUMMARY

XXI. Surveys of Teaching Types and Skills 277
S. A. Courtis, School of Education, University of Michigan, Ann Arbor, Michigan

XXII. Suggested Uses for This Yearbook 290
Ernest Horn, Department of Education, State University of Iowa, Iowa City, Iowa

List of Members of the Conference 297